



### Parent Checklist for Standards for Early Admission to Kindergarten

The following state requirements determine the eligibility of a four-year-old to enter kindergarten. Parents are responsible to provide components 1-4 to the school's principal. The principal makes the placement decision based on evidence of the following state requirements.

#### Part I- Qualification Process (Required by State)

Required Component	Required Timeline	Requirements for Evidence	Required Outcome	Check Off Column
1. Student Aptitude (parent provides)	<p><b>Items 1-4:</b> All testing must be administered <u>after April 16<sup>th</sup> following child's 4<sup>th</sup> birthday.</u></p> <p>Parent window for application to the school's principal with complete information for Items 1-4 <u>is no later than the end of the first 30 days of the school year.</u></p>	<ul style="list-style-type: none"> <li>Standard individual test of intelligence, such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test.</li> <li>Administration must be conducted by a licensed psychologist who has no conflict of interest in the outcome of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>98-99<sup>th</sup> Percentile on <b>Full Scale</b> (or Composite) score</li> </ul> <p>SCORE: _____ %</p> <ul style="list-style-type: none"> <li>Letterhead: and evidence of psychologist's credentials, license, and signature.</li> </ul>	<p>_____</p> <p>_____</p>
2. Student Achievement (parent provides)		<ul style="list-style-type: none"> <li>Standard test of reading or mathematics achievement, such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test.</li> <li>Administration must be conducted by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>98-99<sup>th</sup> Percentile (Evidence of functioning 2-3 years beyond peers.)</li> </ul> <p>SCORE: _____ %</p> <ul style="list-style-type: none"> <li>Name and position of test administrator provided.</li> </ul>	<p>_____</p> <p>_____</p>

<p>3. Student Performance Portfolio  (parent provides)</p>		<p>One or more work samples submitted by the parent in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Problem solving</li> <li>• Advanced vocabulary</li> <li>• Some writing fluency</li> </ul> <p>The work sample should show outstanding ability in art, math, writing, dramatic play, creative production, science, social studies, social interactions, or any other area.</p>	<ul style="list-style-type: none"> <li>• Evidence of performance that is well above age peers must be established.</li> </ul>	<p>_____</p>
<p>4. Observable Student Behavior of Interest  (parent provides)</p>		<p>Two recommendation letters provided by a parent with documentation of the following from preschool teachers, child care workers, pediatricians, or others having direct knowledge of the child:</p> <ul style="list-style-type: none"> <li>• Demonstration of social and developmental/physical maturity needed for whole-day instruction.</li> <li>• Capability of following verbal instructions and functioning independently within a group.</li> </ul> <p>(Checklists such as California Preschool Competency Scale, the Harrison Scale, or other comparable scales of early social development are useful.)</p>	<ul style="list-style-type: none"> <li>• Two letters provide evidence.</li> </ul>	<p>Letter #1 ____</p> <p>Letter #2 ____</p>
<p>5. Student Readiness  (principal or designee provides)</p>		<p>Two interviews by the principal (or principal's designee) of the child and the parent to determine the following:</p> <ul style="list-style-type: none"> <li>• If the child demonstrates "thirst for knowledge and seeks new and challenging learning situations."</li> <li>• Optional: a principal may require that a child take an informal reading assessment administered by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal's determination</li> <li>• Opt.- reading/math assessment administered by school.</li> </ul> <p>Opt. SCORE: _____</p>	



Child's Name: \_\_\_\_\_

**Part II- Birth Date Eligibility- Local Requirement**

Discretionary Enrollments:

If the child reaches the age of four on or before April 16<sup>th</sup>, and the principal agrees that all of the state requirements listed above are met, the child may be admitted to Kindergarten.

Birth Date Requirement	Check off
Child reaches the age of four on or before April 16 <sup>th</sup> and prior to the assessment process.  Date when child will reach the age of four: ____/____/____	_____

\_\_\_\_\_ Has not met requirements for Early Admission to Kindergarten

\_\_\_\_\_ Has met requirements for Early Admission to Kindergarten

**Notes:**

- Enrollment is conditional for up to 90 days in order to observe the child in the school setting.
- Placement is granted for a 90-day conditional enrollment or is denied by the school's principal.

**Required:** The following signature by the principal provides verification that the child named on this form has met all of the state and local requirements for Early Admission to Kindergarten. A copy of this signed document and the child's test scores must be provided at the time of enrollment.

Principal's Signature: \_\_\_\_\_ Date signed: \_\_\_\_/\_\_\_\_/\_\_\_\_